UCSD BILD 1: The Cell
Lecture Schedule **Winter** 2023

Professor: **Dr. Brooke Pickett**
Professor contact: bpickett@ucsd.edu
Office Hour: W, 3:30pm – 4:30pm, H&SS 1145B

Quarter start: **1/9/23**
Quarter end: 3/17/23

Overview: Welcome to BILD 1! In this class, we will develop an understanding for cellular structure and function, biological molecules, bioenergetics, the genetics of both prokaryotic and eukaryotic organisms, and the elements of molecular biology. Note that students should plan on spending **two to three hours of studying for every hour of class.** Learning anything new can be difficult at first and requires a lot of practice before you can understand it. Coming to lecture and reading through the slides is important, but it's also very important to practice the material. It will also really help to study the material as you go, since the next lecture will expand upon what was covered in the previous lecture. I know transitioning to in-person classes is still a bit stressful, so let's keep that in mind and make sure to treat each other with patience and understanding. **We're in this together, so if you have any issues or concerns, please let me know right away.**

COURSE MEETING TIMES

This course will be **fully in-person** (see schedule below). Please look closely at the following course meeting times and the more detailed lecture schedule in this syllabus.

Lecture:

Section	Day	Time	Room
All	MW	5pm – 6:20pm	CENTR 101

Discussion Sections: check WebReg to see which section you are assigned to.

Section	Day	Time	Room	IA
A01	M	3pm – 3:50pm	CENTR 101	Galilea
A02	M	4pm – 4:50pm	HSS 2321	Galilea
A03	M	8pm – 8:50pm	HSS 2321	Monisha
A04	M	9pm – 9:50pm	HSS 2321	Jingyao
A05	Th	8am – 8:50am	YORK 3000A	Aliyah
A06	F	3pm – 3:50pm	YORK 3000A	Ananth
A07	F	4pm – 4:50pm	YORK 3000A	Patricia
A08	F	5pm – 5:50pm	YORK 3000A	TBD

IA Information: for IA office hours and location, see CANVAS.

IA Name	Email
Galilea Guerrero (PhD)	g4guerrero@ucsd.edu
Ananth Karanam	atkarana@ucsd.edu
Patricia Chen	pjchen@ucsd.edu
Aliyah Nevarez	anevarez@ucsd.edu
Monisha Saxena	msaxena@ucsd.edu

Jingyao Wang	jiw047@ucsd.edu
TBD	TBD

COURSE DESCRIPTION

Recommended Textbook: "Campbell Biology", 12th Edition by Urry, Cain, Wasserman, Minorsky and Orr (Pearson 2021) ISBN 9780135188743. If you order directly from the publisher, the loose-leaf version of the book is $60: https://www.pearson.com/store/p/campbell-biology/P100002940947/9780135856215. You can also choose to purchase the ebook (allows you to highlight and make notes directly on the page, reads the book to you). See the **"Recommended Textbook Reading Schedule" below** to keep up with the course reading. This book is recommended, not required.

There is also a free Openstax Biology textbook pdf posted under the "Important Files" module in CANVAS – this is a very general source of information with limited diagrams and information, but it can be useful.

Prerequisites: prior completion of high school- or college-level chemistry course.

CANVAS: all course related information will be posted on our Canvas site. The lecture slides will be posted before lecture. Please check the Canvas site and your UCSD e-mail regularly for any announcements as these will contain essential information.

Lecture Structure: Lecture will be presented in person. The most important aspects of the material are presented in lecture. Lecture attendance is required, as concepts will be presented in a step-wise fashion designed to help you learn the material. Participation questions will be presented during lecture. Lecture slides are available for download from CANVAS prior to the lectures and lecture recordings will also be posted to CANVAS after lecture under the "Media Gallery".

Discussion Section Structure: Discussion sections are an ideal time to ask your IA questions about course material, homework questions, exam preparation, post-exam questions, etc. In general, your IA will go over the 1) main slides from lecture, 2) the answers to practice questions, and 3) answer any other questions you may have. Discussion section attendance is mandatory and participation is graded.

DETAILED COURSE SCHEDULE

Below is the **tentative** lecture schedule; i.e. schedule may be a little ahead or behind track as the course progresses. Review sessions are remote via Zoom and are schedule outside of class time via a Doodle poll, they are not mandatory. The second table is the lecture topic and the corresponding recommended textbook reading for that topic.

Week	Day	Date	Topic
1	M	Jan 9	Topic 1: Intro to Biology Topic 2: Chemistry – atomic structure
	W	Jan 11	Topic 2: Chemistry – bonding, water and pH
2	M	Jan 16	*Vacation – no lecture this day, discussion section week 2 is optional and ungraded*
	W	Jan 18	Topic 3: Macromolecules – General info Topic 3: Macromolecules – carbs, lipids Topic 3: Macromolecules – proteins, nucleic acids
3	M	Jan 23	Topic 4: Cell structure – cell types and endomembrane systems Topic 4: Cell structure – other cellular structures
	W	Jan 25	Topic 5: Membranes and transport – membrane structure

			Topic 5: Membranes and transport – chemical movement and transport (*end of Exam 1 material*)
4	M	Jan 30	Topic 6: Metabolism – energy and enzymes
	W	Feb 1	**Exam 1**
5	M	Feb 6	Topic 7: Cell communication – reception, transduction, and response Topic 8: Cellular respiration and fermentation overview, redox
	W	Feb 8	Topic 8: Aerobic respiration (Glycolysis, CAC, electron transport), anaerobic respiration, fermentation
6	M	Feb 13	Topic 9: Photosynthesis – background and light reactions Topic 9: Photosynthesis – Calvin cycle and photorespiration (*end of exam 2 material*)
	W	Feb 15	Topic 10: Mitosis – cell cycle and division Topic 10: Mitosis – checkpoints and cancer
7	M	Feb 20	*Vacation - no lecture this day, discussion section week 7 is optional and ungraded*
	W	Feb 22	**Exam 2**
8	M	Feb 27	Topic 11: Meiosis – general info and division
	W	Mar 1	Topic 11: Meiosis – division (cont.), nondisjunction Topic 12: Genetics – Mendel's model (*end of exam 3 material*)
9	M	Mar 6	Topic 12: Genetics – nonmendelian inheritance and pedigrees
	W	Mar 8	**Exam 3**
10	M	Mar 13	Topic 13: Chromosomes – linkage and X-linked traits Topic 13: Chromosomes – chromosome alterations
	W	Mar 15	Topic 14: DNA replication – DNA and synthesis Topic 15: Gene expression – transcription, codons, translation (*end of exam 4 material*)
Finals Week	M	Mar 20	**Exam 4 (final exam)**, 7pm – 8:30pm

Topic	Recommended Textbook Reading Schedule
1	*Chapter 1:* "The Cell: An Organism's Basic Unit of Structure and Function" p. 6 "DNA, the Genetic Material" p. 7-8 Figure 1.8b: "Gene Expression: Cells use…" p. 8 "The Three Domains of Life" p. 12-13 Figure 1.13: "The three domains of life" p. 12
2	*Chapter 2:* **"**Elements and Compounds" p. 29 "The Elements of Life" p. 29 "Subatomic Particles" p. 30-31 "Covalent Bonds" p. 36-37 "Ionic Bonds" p. 37-38 "Weak Chemical Interactions" p. 38-39 *Chapter 3:* "Water and Life"

	"Cohesion of Water Molecules" p. 45-46 "Water: The Solvent of Life" p. 49
3	*Chapter 5:* "Sugars" p. 68-70 "Fats" p. 72-74 "Protein Structure and Function" p. 75, 78 Figure 5.18: "Exploring Levels of Protein Structure" p. 80-81 "The Roles of Nucleic Acids" p. 84 "Components of Nucleic Acids" p. 84-86
4	*Chapter 6:* "Comparing Prokaryotic and Eukaryotic Cells" p. 97-99 "The Nucleus: Information Central" p. 102 (1st paragraph) "Ribosomes: Protein Factories" p. 102-104 (1st paragraph) "The Endoplasmic Reticulum: Biosynthetic Factory" p. 104 "The Golgi Apparatus: Shipping and ..." p. 105-106 (1st & 2nd paragraph) "Lysosomes: Digestive Compartments" p. 107 (1st paragraph) "Vacuoles: Diverse Maintenance Compartments" p. 108 "Mitochondria and Chloroplast Change Energy ..." p. 109, 110 "Roles of the Cytoskeleton: Support and Motility" p. 112, 113
5	*Chapter 7:* "The Fluidity of Membranes" p. 128-129 Figure 7.7: "Some functions of membrane proteins" p. 130 Figure 7.9: "Synthesis of membrane components and ..." p. 131 Figure 7.16: "Review: passive and active transport" p. 137
6	*Chapter 8:* "Forms of Energy" p. 144-145 "Free Energy and Metabolism" p. 148-149 Figure 8.9: "The structure and hydrolysis of…" p. 151 "Substrate Specificity of Enzymes" p. 155-156 "Catalysis in the Enzyme's Active Site" p. 156
7	*Chapter 11:* "Local and Long-Distance Signaling" p. 215-216 "The Three Stages of Cell Signaling: A Preview" p. 216-217 Figure 11.8: "Exploring cell-surface…" p. 218-220 "Signal Transduction Pathways" p. 221-222 "Protein Phosphorylation and Dephosphorylation" p. 222-223 "Small Molecules and Ions as Second Messengers" p. 223 "Nuclear and Cytoplasmic Responses" p. 226 "Signal Amplification" p. 227
8	*Chapter 9:* "The Principle of Redox" p. 165-166 "The Stages of Cellular Respiration: A Preview" p. 168 through "Fermentation and anaerobic respiration enable…" p. 180
9	*Chapter 10:* "Photosynthesis feeds the biosphere" p. 188 "Chloroplasts: The Sites of Photosynthesis in Plants" p. 189 "The Two Stages of Photosynthesis: A Preview" p. 191-192 "The Nature of Sunlight" p. 192

	“Photosynthetic pigments: the light receptors” first paragraph only, p. 192 “A photosystem: a reaction-center…” p. 195-196 “Linear electron flow” p. 197-198 “The Calvin cycle uses the chemical energy…” p. 201-202 Figure 10.22: “The Working Cell” p. 208
10	*Chapter 12:* “Key roles of Cell Division” p. 235 “Cellular Organization of the Genetic Material” p. 235 “Distribution of Chromosomes during Eukaryotic Cell Division” p. 236 “Phases of the Cell Cycle” p. 237 Figure 12.7: “Exploring Mitosis in an Animal Cell” p. 238-239 “The Cell Cycle Control System” p. 244 “The Cell Cycle Clock: Cyclins and…” p. 245 “Stop and Go Signs: Internal and External Signals…" p. 246-248 “Loss of Cell Cycle Controls in Cancer Cells” p. 248
11	*Chapter 13:* “Inheritance of Genes” p. 255 “Sets of Chromosomes in Human Cells” p. 256-257 “The Stages of Meiosis” p. 259 Figure 13.8: “Exploring Meiosis in an Animal Cell” p. 260-261 Figure 13.10: “A comparison of mitosis and meiosis” p. 263 *Chapter 15:* “Abnormal Chromosome Number” p. 307
12	*Chapter 14:* “Mendel’s Experimental, Quantitative Approach” p. 270 through “The Multiplication and Addition Rules…” p. 277 “Degrees of Dominance” p. 279 “Multiple Alleles” p. 280 through “Pedigree Analysis” p. 284
13	*Chapter 15:* “Correlating Behavior of a Gene’s Alleles with…” p. 295 through “Recombination of Linked Genes: Crossing Over” p. 302 Figure 15.3: “In a cross between a wild-type female fruit fly…” p. 296 “Abnormal Chromosome Number” p. 307 through “Aneuploidy of Sex Chromosomes” p. 309
14	*Chapter 16:* “DNA Replication: A Closer Look” p. 322 through “Antiparallel Elongation” p. 326 “Proofreading and Repairing DNA” p. 327
15	*Chapter 17:* “Basic Principles of Transcription and Translation” p. 337-339 “Molecular Components of Transcription” p. 342 “Molecular Components of Translation” p. 348 Figure 17.25: "A summary of transcription and translation in..." p. 356 “Types of Small-Scale Mutations” p. 357 Figure 17.27: “Types of small-scale mutations that affect...” p. 358

GRADING CRITERIA AND SCALE

The grading scale for the course is standard (see second table below). **The course assignments are not curved and the final grades are not rounded.** For example, this means a grade of 89.9% will not be rounded up to a 90%.

Assessment	Points
Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100
Study Guide Assignments (9, 10pts)	90
Lecture Participation (15, 2pts)	30
Discussion Section Participation (8, 5pts)	40
Extra Credit	5
Total for Course	**560**

Letter	Percent	GPA
A+	96-100	4.0
A	94-95	4.0
A-	90-93	3.7
B+	86-89	3.3
B	84-85	3.0
B-	80-83	2.7
C+	76-79	2.3
C	74-75	2.0
C-	70-73	1.7
D	60-69	1.0
F	<60	0

EXAMS

There will be four exams (see schedule above), none of which are cumulative (yay!). The exams are based solely on lecture material, they are closed-note and will be completed in-person on paper. In general, the exams will be 1.5hrs and consist of multiple choice, matching, T/F, fill-in, and short answer questions. We will have exam reviews before every test, each one will be scheduled via a Doodle poll and will take place outside of lecture hours. I highly suggest either making a study guide or digital flash cards (using the free Anki program –apps.ankiweb.net) after each lecture. This is a fast-paced course, so it is imperative to keep up with the material. None of the exam grades will be dropped and make-up exams will only be given with a doctor's note.

STUDY GUIDE ASSIGNMENTS

Creating study guides from the lecture slides is a great way to prepare for the exams. This allows you to study the study guide, rather than going through dozens of lecture slides before the exam. Each week, you will create at least 5 questions and answers per lecture that we covered that week. For example, if we covered two lectures that week, you'll want to write 10 questions and answers in your study guide assignment. The questions must be short answer format and must relate to the main points from the lecture. This way, before the exam, you will have a study guide to study for each lecture we went over. Note, that you are only required to write 5 questions and answers for each lecture, but I highly recommend writing more than that to make a more useful study guide. If students complete the study guide assignments with a strong attempt at correct

answers and integrity, they will receive the full 10pts each week. There is no study guide assignment during Week 7.

LECTURE AND DISCUSSION SECTION PARTICIPATION

At some point during every lecture and discussion section, a simple question will be asked based on the material we just went over. Students will scan a QR code and fill out their name and answer on a Google form. The participation answers are not graded for accuracy, just completion. Students must be present in lecture and discussion section the entire time to receive participation points. Each lecture is worth 2pts and each discussion section is worth 5pts. The lowest participation grade for lecture and discussion section will be dropped at the end of the quarter (to account for any Google form issues). See attendance policy below for further information regarding participation points.

EXTRA CREDIT

There are five points of possible extra credit in this course. Extra credit assignments may take the form of student surveys or paper analysis – these assignments will be announced during class and via email. Asking for extra credit points beyond this **or asking for added points to boost your grade** is inappropriate and not in line with the ethics of academia; any requests of this nature will be dismissed.

PRACTICE QUESTIONS

Practice questions will be posted on CANVAS each week and will pertain to the material we covered that week. They are **not turned in and not graded**. These questions are very useful for studying for the exams and your IAs will be going over them in discussion section each week.

WEEKLY CHECKLIST

Below is a helpful checklist that students can follow each week to make sure they are up to date on all tasks:

- ☐ Attend weekly lecture and discussion section
- ☐ Answer the weekly practice questions
- ☐ Read the portions of the textbook that correspond to that week's lectures
- ☐ Turn in weekly study guide assignments by Fri each week
- ☐ Study as you go

COURSE POLICIES

Below you will find the class policies regarding attendance, late assignments, extra credit, accommodations, and cheating.

ATTENDANCE

Lecture and discussion section attendance is required and is essential to understanding the material and performing well on the exams. If lecture is missed, students can watch the lecture podcast (via the "Media Gallery" tab in CANVAS). If you will be absent from either lecture or discussion section, **please fill out this form** (also linked on CANVAS): https://forms.gle/kwRiiYk6mZvj4CFM7. **Any emails regarding absences, will not be addressed, all absences must be entered into the above form.** Please fill out the form once for each day you will be absent. This form must be filled out before the absence will occur (except in emergencies). Your response will be sent directly to your professor and IAs. If the absence is excused, participation points will be awarded, if not, participation points will not be awarded. Please see the detailed guidelines below regarding unexcused and excused absences in lecture and discussion section:

> *Unexcused absences:* will result in no participation points for that lecture/discussion. Unexcused absences include: 1) missing lecture/discussion without first notifying the professor or IA (except in

medical emergencies), 2) arriving to lecture/discussion 15min late or more, 3) leaving lecture/discussion with 15min or more remaining, 4) absences due to scheduling conflicts (other coursework, vacations, planned meetings, etc.), or 5) attending a discussion section the student is not registered for.

Excused absences: will result in full participation points for that lecture/discussion. Excused absences include feeling sick, being COVID-positive, having COVID symptoms, unexpected occurrences, or events out of the student's control. Students must let Dr. Pickett know of lecture absences and IAs know of discussion absences **ahead of time** (this excludes medical emergencies) in order for the absence to be excused.

Attendance and COVID: **DO NOT** attend lecture if you are feeling sick, have been in contact with a COVID-positive person, or are COVID-positive – please protect your fellow students, IAs, and professors. As stated above, the lecture recording can be watched remotely.

Add/drop deadlines: Deadline for all students (undergraduate and graduate students) to add or re-enroll in classes if canceled for non-payment via WebReg is Jan 20. Deadline for all students (undergraduate and graduate) to drop classes without "W" grade on transcript is Feb 3. Deadline for Undergraduate students to drop with "W" grade on transcript is Feb 17. Deadline for Graduate students to drop with "W" grade on transcript is Mar 10.

LATE ASSIGNMENTS

Late assignments are **not accepted** unless there is a doctor's note, a prior request for accommodations, or existing accommodations. If a student is struggling, it is their responsibility to seek out help and let the professor know of their circumstances before assignments are to take place (excepting emergencies). Students cannot ask for accommodations retroactively – this includes asking for an extension for work that has already been due.

LEARNING OUTCOMES (LOs)

1) Explain the relationship between chemical structure and function of molecules such as DNA, RNA, proteins, amino acids, and lipids.
2) Compare and contrast how the structures and elements of prokaryotic cells, eukaryotic cells, and viruses' impact how they function.
3) Predict how and when molecules may enter or exit cells through various pathways in the cell membranes.
4) Analyze how energy is produced and used by cells, including processes such as cellular respiration and photosynthesis.
5) Explain how cells receive and act on external chemical signals, including the stages of cell signaling and how signals are amplified.
6) Explain mechanisms that lead to genetic diversity including mutation and meiotic recombination.
7) Analyze how environment interacts with genotypes to produce phenotypes.
8) Explain patterns and mechanisms of inheritance.
9) Apply the central dogma to explain how genes give rise to the traits we observe in organisms.
10) Explain how gene expression can be modulated.

ACADEMIC INTEGRITY

Honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be a reason, but for which there is no acceptable excuse. It is important to understand that

collaborative learning is considered cheating unless specifically allowed for by the professor. The term cheating includes but is not limited to: plagiarism, receiving or knowingly supplying unauthorized information, using unauthorized material or sources, changing an answer after work has been graded and presenting it as improperly graded, illegally accessing confidential information through a computer, taking an examination for another student or having another student take an examination for you, and forging or altering grade documents.

If any act of academic dishonesty is observed, **the professor is required to report it.** The student will **automatically receive a zero** on that test or assignment (the grade received as a result of an academic integrity violation stays calculated into the student's GPA even if the student retakes the class). There will also be an AI Administrative Fee of $50 (posted to the student account), mandatory AI Training, at least one Disciplinary Action, and possibly other actions per the professional judgement of the Appropriate Administrative Authority (AAA). Discipline may include probation, suspension (from a Quarter to Two Years), or dismissal. Please do not risk your GPA and/or future career by cheating.

COVID-RELATED FAQs

1. **Why are there no remote options for this course?**
   Students who have a documented need for accommodation either because of travel restrictions or because of health restrictions have already been identified and this data has been shared with the appropriate academic programs. To the extent that we have capacity, programs and faculty have tried to accommodate students needing remote instruction for Winter. ***To operate programs in both in-person and remote modalities increases demands on university infrastructure, and our ability to do so is limited.*** While individual students may express a preference for additional remote offerings, ***we do not have the instructional or operational capacity to simultaneously deliver all or most courses in both in-person and remote formats.*** Students who have an accommodation need must work with the Office for Students with Disabilities (OSD) to have their accommodation reviewed and documented.
2. **What accommodations are there for students who are sick/unable to join an in-person class?**
   As stated under the "Attendance Policy" students can choose to watch the lecture recording rather than attend the lecture in-person. Please see the "Attendance Policy" portion of the syllabus.
3. **What happens if another student in the class tests positive for COVID?**
   When a student tests positive for COVID, the contact tracing team immediately takes over. The student will need to quarantine for up to 10 days. The contact tracing team will determine if others were exposed through contact with the infected individual, and if so, they will be contacted and advised to be tested. If all protocols are followed (including vaccine mandates and masking), being in a room with an infected individual does not automatically qualify as exposure. To date, no exposure events have been traced back to in-class activities at UCSD.
4. **What should I do if I feel sick?**
   Complete the symptom screener and if needed, get tested for COVID. Do not come to campus unless given the all-clear.
5. **What happens if the professor/IA tests positive for COVID?**
   The professor/IA will quarantine for 10 days and the contact tracing team will determine if others were exposed. If the professor were to quarantine, instruction would be remote for the quarantine period and a substitute professor may be provided.
6. **What rules do the professor/IA/students have to follow in the classroom?**

Wearing masks is optional in the classroom. Social distancing restrictions have been lifted, but physical contact should be limited where possible.

7. **Can we eat/drink in the classrooms?**
   No, but instructors may take hydration breaks while lecturing. Students should step outside to hydrate, if needed, during class and break times.
8. **How have classrooms been prepared for a safe return, and what safeguards are in place?**
   Facilities Management has provided extensive information on their activities preparing classrooms and other facilities for individuals to return to campus. More information about the specifics related to air filtration in classrooms and campus buildings, as well as cleaning protocols and more can be found on their COVID-19 information page (Facilities Management Response to the COVID-19 Pandemic (ucsd.edu)).

RESOURCES FOR STUDENTS

If a student is struggling, it is **their responsibility to seek out help and let the professor know of their circumstances before assignments are to take place** (excluding emergencies). **Students cannot ask for accommodations retroactively.** A complete list of student resources can be found on the CANVAS homepage.

1. ***Teaching + Learning Commons –*** (https://commons.ucsd.edu/students/academic%20support.html) Made up of six unique, but integrated hubs, The Teaching + Learning Commons provides comprehensive academic support for students. Includes tutoring, writing help, learning strategy workshops, and study groups.
2. ***The Writing and Critical Expression Hub*** - (http://commons.ucsd.edu/students/writing/index.html) provides support for undergraduates working on course papers, i.e. laboratory reports and the research proposal, as well as other independent writing projects. Writing mentors can help at any stage of the writing process, from brainstorming to final polishing. The Writing and Critical Expression Hub offers: one-onone writing tutoring by appointment; supportive and in-depth conversations about writing, the writing process, and writing skills; help with every stage in the writing process, walk-in tutoring; and workshops on writing.
3. ***Office for Students with Disabilities (OSD)*** - (https://osd.ucsd.edu/) Assists students with documented disabilities (psychological, psychiatric, learning, attention, chronic health, physical, vision, hearing, brain injury) to provide accommodations in classrooms and labs. OSD is a great resource if you think you may have test anxiety due to an underlying condition that interferes with the ability to learn, focus, or concentrate. In many cases, students are entitled to assistance with test taking, such as extra time to complete a test, testing in a less distracting room or having questions read aloud. Their mission is to offer quality programs and services that empower students with disabilities to access and engage in educational activities at the College. Please notify your instructor immediately if you require special health or disability accommodations.
4. ***Counseling and Psychological Services (CAPS)*** - UCSD counseling services are still open during quarantine. This is an amazing resource for coping with anxiety and stress issues. For first-time appointments, you can now go directly to MyStudentChart.ucsd.edu and book an appointment online. The CAPS website is: https://wellness.ucsd.edu/CAPS/services/Pages/Appointments.aspx.
5. ***The Office for the Prevention of Harassment & Discrimination (OPHD)*** - Provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC

San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking.

Information about reporting options may be obtained at OPHD at 858-534-8298, ophd@ucsd.edu, or http://ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at 858-534-5793, sarc@ucsd.edu, or http://care.ucsd.edu , or Counseling and Psychological Services (CAPS) at 858-534-3755 or http://caps.ucsd.edu.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a student affairs staff member, a faculty member, a department chair, or other university official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help. The university is committed to upholding policies regarding nondiscrimination, sexual violence, and sexual harassment.

OTHER TIPS

Office hours
Office hours are a great resource if you have any questions about the course content. You can also consider office hours to be more like study sessions or free-formed fireside chats, where we can talk about anything related to your academic and general experiences on campus. Stop by for just a few minutes or stay for the entire duration – your choice! Join us with your own questions or come and see what other students have questions about. Please feel free to email and set up a separate appointment with me if necessary. Office hours with instructional assistants will be posted on CANVAS.

College Survival Skills
- Keep a calendar of all exam/assignment due dates and appointments
- Plan on spending two to three hours of studying for every hour of class
- Be on time to class, ask questions when needed, and participate
- Take notes in class and review them often
- Complete all assignments on time
- Take advantage of services on campus to help you succeed such as tutoring
- Arrange for needed accommodations early in the term
- Visit the ACCESS office for assistance, questions, counseling, and class selection – they are here to help
- Plan time to eat, sleep and have some fun
- If trouble arises, seek assistance as soon as possible

Coping Skills for Test Anxiety
- Breathing techniques or holding something small to fidget with (like a rubber band)
- Reframing thoughts: believing in yourself and remembering this is just one exam
- Doing the hardest questions (like short answer) first so you can relax a little bit
- Studying as you go, instead of all at once

- Studying in a place that is relaxing or familiar
- Making a routine - maybe adding a few questions to a study guide right after each lecture. Routine tends to decrease stress.
- Having breakfast and water (no coffee) right before a test

Self-Advocacy Tips

- Understand my disability and learn ways to compensate
- Learn how to explain my disability and needs to others
- Learn how to ask for appropriate accommodations
- Learn that it is OK to use appropriate accommodations
- Identify my strengths and weaknesses
- Learn that it is OK to ask for help
- Express my needs clearly to all college employees, especially the ACCESS staff and my instructors, early in the term
- Take responsibility and develop independence in coordinating your services
- Meet with instructors when needed

*** This syllabus is subject to change. Any changes will be announced in class and on CANVAS. Students will be responsible for all changes.